recognised schools to the population of school-going age, calculated at the usual rate of 15 per cent of the total population, was 67·9 against 62·1 in 1091. If the strength in unrecognised schools were also taken into calculation, the percentage would be 78·5 in 1092, the corresponding percentage for 1091 being 71·1. The percentages of boys and girls attending recognised schools to the boys and girls of school-going age were 48·2 and 19·7 respectively, while, if the boys and girls attending unrecognised schools were also taken into account, the corresponding figures would be 58·7 and 19·8 per cent. The total number of girls receiving instruction in recognised schools was 1,01,288. Devicolam, Shencottah, Todupuzha, Kunnatnad and Muvattupuzha are the most backward taluks in point of education and it behoves the representatives of those taluks in this Assembly to help the officers of the department in quickening the pace of educational advance in the localities referred to.

39. **English Education.**—The number of recognised English schools rose from 79 in 1091 to 86 in 1092 and their strength from 20,646 to 22,706. Of the seven new English schools started during the year, one was departmental and the remaining six private. The number of higher grade English schools increased by two, one departmental and the other private, by the opening of Form IV in the departmental Lower Grade English School, Shertalay, and in the St. Joseph's Lower Grade English School for girls, Changanachery. 72 of the recognised schools were for boys, 28 of the higher grade and 44 of the lower, and 14 for girls, 6 of the higher grade and 8 of the lower. The proposal to form an association of the Managers of private recognised English schools was approved.

40. **Vernacular Education.**—From the 1st Makaram 1093, the terms 'Secondary' and 'Elementary' as applied to English and Vernacular schools respectively have been done away with. Schools will hereafter be termed "English" or "Vernacular" according to the language in which instruction is imparted in them. The number of Vernacular schools rose to 2,373 and their strength to 3,23,725. There was one Vernacular school, recognised or unrecognised, for every 1·94 square miles, and if the Devicolam Division, which is mostly hilly and uninhabitable, be left out of account, for every 1·6 square miles. The appointment of the Deputy Director of Public Instruction to be in charge of Vernacular schools for boys has had the salutary effect of introducing greater uniformity and more systematic organisation in that branch of the department. Owing to the special efforts of the Deputy Director, educational service *pakuthi* committees have been organised throughout the State. The Range and Assistant Inspectors of Vernacular Schools for boys also did good work in securing the co-operation of the people towards the extension and renewal of school-buildings. One noteworthy event in connection with Vernacular education during the year was the sanctioning of a scheme for advanced study in the Vernacular. For the purpose of satisfying the general desire for higher education in the Vernacular and of imparting instruction in Elementary Science and Nature Study to pupils who, through poverty, are unable to secure the benefits of English education, two higher classes, VIII and IX, were arranged to be opened in the four departmental higher grade Vernacular schools at Trivandrum, Quilon, Tiruvalla and Muvattupuzha. As many as 535 pupils have attended Class VIII opened in these schools—a fact which bears emphatic testimony to the genuineness of the desire for higher Vernacular education among the people. Under the new scheme the usual School Leaving Certificate Examination will be held at the end of the course in Class VII, Classes VIII and IX being treated as continuation classes and the Vernacular Higher Examination being held at the end of the course in Class IX. Provision is made in these classes for an advanced and critical study of the Vernacular and for the compulsory study of Elementary Science, while English, History, Sanskrit, etc., are taught as optional subjects.

41. **Manual Training.**—In accordance with the scheme for the extension of Manual Training referred to in my last address, ten selected under-graduate teachers of English schools are undergoing a special course of instruction in the subject under the Organiser in Manual Training attached to the Training College. At the end of their training they will be posted, one to each of the ten Vernacular Training schools, where they will impart instruction in the subject to pupil teachers. 50 of the latter,

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